# Unit Plan

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| **Unit Author** | | | | | | |
| First and Last Name | | | | | Jim Gent and Rachelle Burgess | |
| School District | | | | | Oregon University System | |
| School Name | | | | | Portland State University | |
| School City, State | | | | | Portland, Oregon | |
| **Unit Overview** | | | | | | |
| **Unit Title** | | | | | | |
| 2-Part Harmony | | | | | | |
| **Unit Summary** | | | | | | |
| unitplan | | | | | | |
| **Subject Area** | | | | | | |
| Music – General Music (K-5) | | | | | | |
| **Grade Level** | | | | | | |
| 3rd Grade | | | | | | |
| **Approximate Time Needed** | | | | | | |
| 4 individual 30 minute lessons | | | | | | |
| **Unit Foundation** | | | | | | |
| **Targeted Content Standards and Benchmarks** | | | | | | |
| * Sing alone or together a varied repertoire * Perform on instruments alone and with others a varied repertoire of music * Listen to, Analyze and describe music * Evaluating music and music performances | | | | | | |
| **Student Objectives/Learning Outcomes** | | | | | |
| Students will:   * Sing a varied repertoire in 2-part harmony in pairs or small groups * Perform on instruments a varied repertoire of 2-part harmonies in pairs or small groups * Distinguish between unison or solo and music with harmony | | | | | |
| **Curriculum-Framing Questions** | | | | | |
|  | | **Essential Question** | | How and why should we collaborate musically with others? (Harmony, Improvisation, Unison performance; Expression can be much more powerful when unified with others toward a common goal) | |
|  | | **Unit Questions** | | How is harmony performed? (Concurrent use of sounds requiring independence on own part while not dominating)  What does it add to music? (Good use of harmony adds another layer of beauty to music, providing another tool for composers and all other musicians) | |
|  | | **Content Questions** | | What is created by the concurrent use of sounds?  What is the difference between consonance and dissonance?  How do we perform music with layered parts?  Does melodic harmony have to be vocal?  In what other ways is harmony created?  How do you fit into an ensemble in a pleasing manner?  What forms of harmony detract from music? | |
| **Assessment Plan** | | | | | |
| **Assessment Timeline** | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | |  | |  | | | **Before project work begins** | | **Students work on projects and complete tasks** | | **After project work is completed** | | |  | |  | |  | | |  |  |  |  |  |  | | * untitled3 | * untitled3 | * untitled3 | * untitled3 | * untitled3 | * untitled3 | | | | | | | |
| **Assessment Summary** | | | | | |
| untitled4 | | | | | |
| **Unit Details** | | | | | |
| **Prerequisite Skills** | | | | | |
| prereq skill | | | | | |
| **Instructional Procedures** | | | | | |
| untitled4 | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | |
|  | **Special Needs Students** | | accomodations | | |
|  | **Nonnative Speakers** | | accomadations2 | | |
|  | **Gifted/Talented Students** | | accomadations3 | | |
| **Materials and Resources Required For Unit** | | | | | |
| **Technology – Hardware** (Click boxes of all equipment needed) | | | | | |

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| Camera  Computer(s)  Digital Camera  DVD Player  Internet Connection | Laser Disk  Printer  Projection System  Scanner  Television | VCR  Video Camera  Video Conferencing Equip.  Other |
| **Technology – Software** (Click boxes of all software needed.) | | |
| Database/Spreadsheet  Desktop Publishing  E-mail Software  Encyclopedia on CD-ROM | Image Processing  Internet Web Browser  Multimedia | Web Page Development  Word Processing  Other |

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| **Printed Materials** | untitled2 |
| **Supplies** | Supplies |
| **Internet Resources** | Int Resc |
| **Other Resources** | untitled2 |

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